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ABSTRACT

There were 2 major objectives to be achieved in this paper on faculty workload: (1) to provide some overview of actual workload conditions in 2-year colleges in selected areas of North America with specific focus on Alberta, Canada; and (2) to devise a system for analyzing the implementation of faculty load levels through legislation, policy, or guidelines so as to be consistent with the philosophical orientation of the Alberta Colleges Commission. To this end, this document presents (1) a review of the literature pertaining to faculty workload; (2) a review of faculty workload procedures and events in the province of Alberta; and (3) an analysis of alternative sources of authority to determine workloads. (HS)

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FACULTY WORKLOADS - A CRITICAL EXAMINATION

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March, 1972

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Chapter 1

INTRODUCTION

For a wide variety of reasons the question of faculty loads has come under close examination in the past few years. As Kilpatrick (1967) noted, at least five general reasons have appeared in the literature to justify scrutiny of faculty loads:

1. To apprise board members and patrons of the amount of work that teachers are doing.

2. To secure a just distribution of teaching loads.

3. To help administrators know just how much (or how little) they are demanding of teachers.

4. To protect teachers from unfair demands of their time.

5. To protect new teachers from unduly heavy loads.

These reasons could also be defended as viable factors behind the concern with faculty loads in the Alberta college system. There does appear to be additional issues, however, which occur in conjunction with the aforementioned five reasons:

6. There is growing concern with the tendency that contractual agreements of eleven months can be honored with 29 to 32 weeks of teaching per year.

7. There is a further tendency for faculties to negotiate for fewer and fewer hours per week of teaching load without any apparent objective or

rationally defined goal except fewer hours. The pressure for fewer hours appears to be a goal in itself and does not seem to be carefully integrated into a total view of institutional goals, responsibilities and capabilities. Wessel stated in this connection that:

> . . . as long as offsetting adjustments in other factors are not made, a general load reduction policy inevitably means that outlays for instructional salaries, the largest educational cost, vary inversely with teaching load and therefore mount in inverse proportion to the load reduction (Wessel, 1966: 341).

Conversely an increase in levelling of loads could mean a significant stablization of costs.

8. Low class sizes coupled with factors six and seven have the potential for leading to very high unit operating costs in colleges.

There is a need to examine, with care, the issue of faculty loads. Such an examination must not become a "witch hunt" aimed at instructors, nor must it become a rallying cry of negotiation where faculty loads must be reduced at all costs so that faculty can win out over the administration and the board. The issue must be carefully examined by all concerned and this examination must occur within the context of the college's rationale for existence--instruction and service to students and clientele. This is the initial priority and all decisions and patterns of organization must promote this objective.

For these reasons a number of pertinent issues will be examined within the pages of this paper. A review of the literature will briefly indicate what has occurred over the past ten to fifteen years. Included with the literature review will be the results of a brief North American

survey on various elements of faculty load. Following this survey a more in-depth examination of the Alberta scene will review and compare various aspects of faculty load included in a study done by the Alberta Association of College Faculties (AACF) in 1970-71 with faculty load data from a costing study presently being conducted by the Alberta Colleges Commission for the 1970-71 year. Contractual load requirements will be summarized in five Alberta colleges and load formulas presently being used will also be included. Penultimate to drawing some conclusions and making recommendations, various ways of implementing control of faculty loads will be analyzed on the basis of criteria compatible with the goals of colleges within the Alberta system.

The purpose of this paper, then, is twofold:

1. To provide some overview of actual workload conditions in two-year colleges in selected areas of North America with specific focus on Alberta.

2. To devise a system for analyzing the implementation of faculty load levels through legislation, policy, or guidelines so as to be consistent with the philosophical orientation of the Alberta Colleges Commission.

Chapter 2

LITERATURE REVIEW

Kilpatrick (1967) indicated that the majority of studies conducted in the last 50 years centered on three main topics: (1) studies of the actual time required by a teacher to do his job; (2) studies of the time different departmental rigors demand of instructors, including formulas; and (3) development of formulas for measurement of teaching load.

Time Studies

A number of studies have been conducted in the past few years in attempts to determine actual time spent by instructors. Some of these surveys have been conducted on a college-wide basis, while others have tended to focus on loads carried by instructors of English, Physical Education, Physical Sciences, etc.

A study (Snapp: 1968) of loads in the English Department of San Francisco City College placed the hourly load at 18 hours per week. This meant a load of six classes at three hours per class. In actual fact, writing classes were weighted at 1.2 so, in effect, five classes with a total of 15 hours would produce the 18 hour load (15 x 1.2 = 18). Negotiations were underway during the publication of the study to have the load reduced to 15 hours through four classes and a conversion factor of 1.25 (12 x 1.25 = 15). Another study (Willox: 1968) supported by the Association of Departments of English was conducted on a national basis in undergraduate

English programs in colleges and universities. The results indicated that 50 percent of the responding colleges had a load of 12 hours. Fifteen percent had 15 hours and 16.4 percent had nine hour loads. No mention was made whether these were clock or equated hours.

Hansen (1968) examined the relationship between science laboratories and lectures, and between physical education activity classes and lectures. The survey was done in 70 two-year colleges in California, and 74 responded. The predominant relationship between labs and lectures was three hours of lab to gain two credit hours of lecture. The information on physical education activity classes was collected by requesting the number of activity classes that comprised a full load. Twenty-four colleges reported that 20 hours of activity equalled a full load, fifteen reported 22 hours, and fourteen reported 24 hours. The range of hours was from 18 to 25 with an average of 21.55 hours to equal a full load.

An extensive survey (El Camino: 1963) of California colleges produced some very comprehensive data. With a 98 percent return, 45 out of 63 colleges reported a 15 hour lecture base for work loads. The load on laboratory assignments ranged from 18 to 30 hours and the most frequent lab to lecture ratios were four to three and three to two. Eight colleges had a base of 16 hours, while some had a base of 18 hours a week or more. Size had no effect on the load as the grouping of colleges into three different size levels produced fairly even distributions of loads in each size range.

An overload policy existed in 46 (73%) of the colleges and the amounts ranged from two to seven hours. Compensation was made through

payment or with lighter loads in a following semester. An overload policy existed in 54 (85%) of the colleges whereby other duties were assigned when loads were light.

A specified number of hours per week on campus was required in 42 (67%) colleges. The most frequent requirement was 30 hours although the figure varied. Forty colleges reported Student Contact Hours (hours per week in class times number of students) with figures ranging from 70 to 1500 hours per week. The average number of contact hours decreased with the size of the college: under 1000 - 450 contact hours, 1001 to 2000 - 480 contact hours, and over 2000 - 530 contact hours.

A formula was used to determine full-time instructor assignments in 39 (62%) of the colleges and 52 (51%) colleges had a written policy or regulations regarding teacher loads and class size. Only eight colleges used the number of preparations as a factor in assigning loads and the most common number of preparations was three.

More recent insight into loads came from work done in Michigan. In an examination of the collective agreements in Michigan's community colleges, Buys (1970) indicated that 14 out of 14 contracts had a specified load ranging from 14 to 16 hours a week.

The National Faculty Association of Community and Junior Colleges (NEA: 1970) recently completed a survey of 993 two-year colleges. Responses were received from 242 (24%) colleges. The pertinent data on maximum credit hour loads was summarized in the following table drawn directly from the study results. There was a decided tendency for loads to group about the 15 to 18 hour range. Seventy-one point one percent of all colleges fell into this category. No college set its maximum under 12 hours.

Table 1

Maximum Credit Hour Load[1]

	Enrolment under 1,000		Enrolment 1,000-1,999		Enrolment 2,000 & Over		Total	
	#	%	#	%	#	%	#	%
None Set	2	2.2	1	1.2	2	2.6	5	2.1
12 - 14	8	8.9	10	13.1	9	11.7	27	11.2
15	27	30.3	17	22.4	19	24.7	63	26.0
16 - 18	42	47.2	36	47.4	31	40.3	109	45.1
Over 18	7	7.8	6	10.5	11	14.3	26	10.6
No Response	3	3.4	4	5.3	5	6.5	12	5.0
Totals	89	99.8	76	100.0	77	100.1	242	100.0

[1]For general purposes, hours will be considered "credit hours" not necessarily contact hours, although the responses did reflect some confusion in distinguishing the two.

Note: On all tables the percentages may not add up to 100.0 percent because of rounding off.

Source: National Faculty Association of Community and Junior Colleges, Washington, D.C., 1970.

The information on credit hours and size indicated very little relationship between load and size of the college. The relation between contact hours and credit hours did indicate, however, that a slightly higher maximum was required in smaller colleges.

Table 2

Relation of Contact Hours to Credit Hours

	Enrolment under 1,000		Enrolment 1,000-1,999		Enrolment 2,000 & Over		Total	
	#	%	#	%	#	%	#	%
Same	10	11.2	19	25.0	16	20.8	45	18.6
Different	74	83.1	55	72.4	57	74.0	186	76.9
No Response	5	5.6	2	2.6	4	5.2	11	4.5
Totals	89	99.9	76	100.0	77	100.0	242	100.0

Source: National Faculty Association of Community and Junior Colleges, Washington, D.C., 1970.

Eighty-three percent of the smallest colleges reported a difference in contact and credit hours. Of those indicating a formula was used to equate the two, 51.9 percent gave the ratio as 2 contact hours to 1 credit hour, and 14.8 percent gave it as 3 contact hours to 1 credit hour. Comparatively, only 72.4 percent of the middle-sized colleges and 74 percent of larger colleges indicated a difference between contact and credit hours; and of these, 51.7 percent and 77.9 percent, respectively, gave the formula ratio at 1.5 contact to 1 credit or *less*.

In sum, then, the smallest colleges required thier faculties to spend more contact time in relation to credit time with their students, and demanded as well a slightly higher overall maximum teaching load.

Most colleges indicated that the difference between contact and credit hours referred to lab courses, activity courses, or those with heavy classes and outside supervision.

The study was concluded by noting that faculties on community college campuses carried heavier loads in terms of contact and credit hours than did faculties at most four-year colleges. The influence of faculty participation in determining hours and conditions of work was noted to be slight. Where faculty participation existed at all it was often and effectively asserted in the form of negotiated agreements between faculty and administration. Those colleges in the middle geographic region of the survey which claimed 21 out of a national total of 37 negotiated agreements, also had the lowest load maximums and the existence of contact-credit hour formulas was most frequent.

Formula Studies

As pointed out earlier the one class of load studies focused on the development of formulas for equitable measurement and assignment of staff loads. A review of the formulas developed could be pursued by listing many of the actual formulas or the review could focus on the general principles enunciated in these formulas. In fact if one assumes that

community colleges should be highly unique and flexible, it makes little sense to list a number of formulas used across North America. For this reason, it would seem most plausible to make some general observations about two principles used in the formulas:

1. Many formulas used the lecture as the base for equating the relative weight of other activities. Lecture type classes were generally credited on a one-to-one basis, one hour lf lecture for one hour of credit. Other activities were weighted with a higher or lower ratio depending upon implicit assumptions about the nature of the activity.

2. The most obvious general assumption in the development of formulas was that a decrease in the credit-to-hours relationship reflected less out-of-class obligation for the instructor. An increase in the credit-to-hours relationship reflected more out-of-class obligation for the instructor.

Approaches to Load Indexes. At least three general approaches to load indexes have developed (Starrett, 1968: 2-4):

1. The Student Credit Unit was a summation of the number of student credit hours of each course or section taught by an instructor. The common base was 15 hours or a range around 15 hours and the primary assumption was that each student credit hour was equal in consumption of teacher time. Since the credit hour was founded on the single lecture-hour base it had been unable to accommodate the comrehensive curriculum of the community colleges. A single factor based on credits was just not

plausible and with the advent of course credit values varying from .5 to 5 the single base became even more difficult.

2. Weekly Student Contact Hours (WSCH) was the product of the number of students times the number of hours the faculty member met the students each week. The traditional WSCH load was 450. This index was also a single factor base primarily used as a financial measure which favored large classes and discriminated against any type of class, remedial, laboratory, and technical or vocational which were inherently small. Basically the WSCH failed to give proper recognition to the time spent by an instructor. A WSCH of 300 produced by 3 hours with 100 students (3 x 100 = 300) was certainly different from one produced by 30 hours and 10 students (30 x 10 = 300).

3. Teacher Hour Systems have emerged as a number of hybrid systems through dissatisfaction with the two previous measures. Many of these systems exist but none was in widespread use. Such formulas were generally viewed as attempts to respond to unique college situations.

Many practices reviewed or reported tended to be highly simplistic in that only a few of the more obvious elements of load were considered. The most common elements were hours, class size, and a global feeling that one course "involved more" than another course. This latter factor was especially reflected in attempts to vary the credit-to-contact hour ratio between the traditional lecture class and classes like P.E., science laboratories, composition, and fine arts.

Load Assumptions. With these observations about formula development in mind, certain assumptions about the relationship of load indexes to community colleges and their staffs should be stated.

1. Equality of teaching load is desirable.
2. Equal teaching loads are an element in staff morale.
3. All teaching personnel of a community college should, within limits, share the same teaching load.
4. Time must be allotted not only to the various teaching processes but also to other educational activities involved in the teacher's total assignment as well.
5. Factors relating to teaching load can be quantified in terms of time required to accomplish the task.
6. Individual differences exist between community college teachers having comparable qualifications and assignments.
7. Present lecture hour and/or contact hour means of measuring teacher load are inadequate.
8. Teaching is the primary purpose of the community college, and therefore must serve as the basis for equating the load.
9. A measurement of teaching load is a necessary condition for staffing the institution.
10. A variety of means and methods of teaching subject matter and students exists.
11. Teaching load must bear a relationship to the financial aspects of the institution, and the number of students is but one criterion.
12. Persons teaching in the community colleges are fully prepared educationally, they exceed the minimum educational background requirements, and the vast majority are experienced in college teaching.

(Starrett, 1968: 4-5).

Load Elements. Starrett indicated that the many factors involved in instructor load tended to cluster into four broad areas:

1. Class Instruction which subdivided further into preparation, presentation, and post-presentation phases.

2. Institution Instruction Assistance referred to services which were designed to offer the instructor, through skilled help, relief from the need to perform various tasks.

3. Institutional Responsibility referred to those staff activities required for proper function and maintenance of the institution and its students. These activities were generally connected with co-curricular programs and the required meetings to maintain the college.

4. Professional Improvement referred to a cluster of activities related to the individual's efforts to improve his competence (Starrett, 1968: 5-8).

More exactly a number of specific elements should be included in a satisfactory measurement of load:

(a) the type of teaching method used and the type of course;
(b) the number of students enrolled in each class;
(c) the number of hours spent in front of each class (class contact hours;
(d) the amount of preparation time required for each class;
(e) the amount of post-preparation time required for each class;
(f) the number of different preparations;
(g) the number of different courses;
(h) the amount of time devoted to institutional responsibilities and assignments like committees, extra-curricular activities, administration;
(i) the amount of student counselling required;
(j) the amount of assistance provided the instructor;
(k) the amount of time given to professional self-improvement; and
(l) the length of the year in relation to the performance period. (Starrett, 1968: 8; Stier, 1970: 10; Aldrich, 1967: 2).

A number of Teacher Hour Systems have been developed and examination of some should be an important step for any college faculty to make in preparation for developing an index of their own. Kilpatrick (1967) has developed an index which he claimed equitably established load and also apprised the public of the amount of work being done by instructors. Additional indices which would warrant examination are the systems devised by Starrett (1968) in conjunction with the California Teachers Association,

and Aldrich (1967) at Arizona Western College. Load formulas have also been developed in some of the Alberta colleges although full use of formulas appears to be in use only at Medicine Hat College. Red Deer College presently uses a formula in its P.E. Department and other departments were reported to be in the process of developing formulas. The Research Department of Mount Royal College in Calgary had developed a load formula, although this researcher did not know if it was being used. Where possible, examples of these load formulas are included in Appendix A. The Starrett (1968) index was not included due to size and copyright problems.

North American Survey

A survey of college jurisdictions was conducted by Dr. R. G. Fast, Director of Instructional Services, of the Alberta Colleges Commission early in 1971. This survey briefly questioned issues of hours of workload but was primarily aimed at determining where the authority for making workload decisions was placed. This survey was expanded by the present researcher to include Canadian colleges and to include states that left load decisions to the local college. Additional information was also provided by Dr. Mel Tagg of Medicine Hat College. Table 3 presents a summary of the findings of this survey.

Table 3

Summary of Load Information from Selected Colleges Across the United States and Canada

Name of College	-Contact Hrs -Credit Hrs or Units -Unspecified	Hours Required in Instruction	Hrs. Req'd. Office, Guidance, Interviews, Etc.	Hours in Other Activities	Authority Source	Annual Time Required on Job	Additional Comments
UNITED STATES							
ARIZONA	Contact	15 Hrs/Sem	-	-	State Guidelines, Local discretion	-	State System - each college autonomous For Financing the 15 Hr. Contact base established informally in 1971.
Eastern Arizona College	Credit	15 Units/Sem	Not Stated	Not Stated	Local	9-10 Mos.	Contact-Credit Ratios Lecture 1:1; Lab 3:2
Western Arizona College	Credit	15-16 Units/Sem	On Campus for 5 hrs daily min.		Local	Not stated	Contact-Credit Ratios Lecture 1:1; Labs 3:2; Overload 16+ hrs.
Central Arizona College	Credit	16 Units/Sem	Not Stated	Not Stated	Local	Not Stated	Contact-Credit Ratios Lecture 1:1; Labs 3:2; Overload 16+ hrs.; 4 Preparations.
Yvapai College	Credit	28-32 Units/Yr	Not Stated	Not Stated	Local	9-12 Mos.	Contact-Credit Ratios Lecture 1:1; Labs 1:0.7; Overload balanced from semester to semester.
ALABAMA	Unspecified	15 Hrs/Sem	10 Hrs/Sem	5 Hrs/Sem	State Legislation	36 Wks fall-Spring 11 Wks Sum.	
ARKANSAS	Unspecified	-	-	-	Local	-	Various colleges were contacted- the following responded:
University of Arkansas	Credit or Contact	12 Units/Sem 15 Hrs/Sem	Assumption: Full-Time = 40 Hrs/Wk - No Breakdown.		Local	36-48 Wks	
Arkansas State University	Unspecified	15 Hrs/Sem	12 Hrs	3 Hrs	Local	36 Wks	
Southern State College	Contact	12-15 Hrs/Sem	10 Hrs	None Req'd	Local	35 Wks	
Western Jr. College	Unspecified	15 Hrs/Sem	37.5 Hrs	0	Local	35 Wks	

Continued . . .

Table 3 (Continued)

Summary of Load Information from Selected Colleges Across the United States and Canada

Name of College	-Contact Hrs -Credit Hrs or Units -Unspecified	Hours Required in Instruction	Hrs. Req'd. Office, Guidance, Interviews, Etc.	Hours in Other Activities	Authority Source	Annual Time Required on Job	Additional Comments
CALIFORNIA	-	-	-	-	Local	-	
Alameda College	Credit	15 Units/Sem	Not Stated	Not Stated	Local	10 Mos.	Overload - Balanced over 2 semesters, Max. overload - 6 equated hrs.
Cabrillo College	Credit Contact	15 Units/Sem 24 Hrs/Sem	Not Stated	Not Stated	Local	Not Stated	Class size factor in the unit/hour equivalency formula.
Chabot College	Contact	12-16 Hr/Sem for Lecture 17-24 Hr/Sem for Lab/Lec	Not Stated	Not Stated	Local	9 Mos.	Overload - Balanced in day and evening classes.
Cypress College	Unspecified	15-18 Hrs/Sem	Not Stated Average Week expected is 40 hours	5-8 Hrs	Local	32 Wks-10 Mos.	520 WSCH average.
Diablo Valley College	Contact	15 Hrs/Sem-Lec 12 Eng. Comp 18 Lec-Lab 22 P.E. 6/ Teaching 14/ Counselling	Not Stated	Not Stated	Local	Not Stated	
Lassen Jr. Coll. District	Credit	15-16 Units/Sem	Not Stated	Not Stated	Local	Not Stated	Carnegie units used; Contact-credit ratio: Lecture 1:1; Labs 1.5:1.1; WSCH 200 - 800.
Long Beach College	Credit	15 Units/Sem	5 Hrs/Sem	5 Hrs/Sem	Local	10 Mos. for Instruction	Labs - .75 of Lecture; 6 Hrs.maximum overload.
Los Angeles Harbour College	Unspecified	15 Hrs/Sem 20 Hrs-Lab	5 Hrs/Sem	10 Hrs/Sem	Local	10 Mos. or 177 days	
Menlo College	Contact	14-16 Hrs/Sem	Not Stated	Not Stated	Local	9-10-11 Mos. Inst. Deans, Admin.	Labs and lectures equal.
Mercred College	Credit	15-16 Units/Sem	Not Stated	Not Stated	Local	10 Mos.	Contact-Credit Ratio: Lecture 1:1; Lab 3:2; Lec-Lab 5:4.

Continued . . .

Table 3 (Continued)

Summary of Load Information from Selected Colleges Across the United States and Canada

Name of College	-Contact Hrs -Credit Hrs or Units -Unspecified	Hours Required in Instruction	Hrs. Req'd Office, Guidance, Interviews, Etc.	Hours in Other Activities	Authority Source	Annual Time Required on Job	Additional Comments
California (Con't):							
Mesa College	Unspecified	15-20 Hrs/Sem 30 Hrs Wk expected on Campus	5 Hrs/Sem	10 Hrs/Sem	Local	36 Wks	
Monterey College	Contact	15 Hrs/Sem	6 Hrs ("Office")	Not Stated	Local	182 Days	
Orange Coast College	Credit	15 Units/Sem as Base				9, 10, 12 Mos.	Contact-Credit Ratio: Lecture 1:1; Lec-Lab 1.5:1; WSCH 450-500; Large class factor used.
	Contact	18-20 Hr Avg.					
	Contact	18-20 Hr Bus.					
	Contact	14-16 Hr Lec.	Not Stated	Not Stated	Local	9, 10, 12 Mos.	
	Contact	22-25 Hr P.E.					
	Contact	21-25 Hr Nurs.					
	Contact	14-16 Hr SocSci					
	Contact	24-30 Hr Tech.					
Palomar College	Unspecified	15 Hrs/Sem-Lec 20 Hrs Lec-Lab	Not Stated	Not Stated	Local	Not Stated	WSCH 450+ is excessive; 1 to 3 preparations.
Porterville College	Credit	16-20 Units	Not Stated	Not Stated	Local	182 Days-10 Mos.	WSCH 360-810 is being revised up.
San Joaquin	Contact	15-25 Hrs 15 Lecture 22.5 Lab 25 Activity	Not Stated On Campus no less 25 Hrs. Min. 2 Hrs/Day	Not Stated	Local	9.5 Mos. 10 Mos. for Dept Heads	WSCH 450-700, Avg. 525
COLORADO	Credit or Contact	15 Units 20 Hrs.	5 Hrs.	Voluntary	State Guidelines-Local option	160 days but Local option	State guidelines exist but option is local.
Mesa College	Credit	15 Units	Not Stated	Not Stated	Local	9 Mos.	Overloads are avoided but average over semester if occurred.

Continued . . .

Table 3 (Continued)

Summary of Load Information from Selected Colleges Across the United States and Canada

Name of College	-Contact Hrs -Credit Hrs or Units -Unspecified	Hours Required in Instruction	Hrs. Req'd. Office, Guidance, Interviews, Etc.	Hours in Other Activities	Authority Source	Annual Time Required on Job	Additional Comments
Colorado (Con't):							
Aims Community College	Unspecified	15 Hrs Lec. 25-30 Trades 20-35 Tech. 20 Skill	Not Stated	Not Stated	Local	9 Mos.	
Lamar College	Credit or Contact	15 Units/Sem 20 Hrs/Sem	Not Stated	Not Stated	Local	9 Mos.	
Otero College		18 Quarter Hrs 30 Contact	Not Stated	Not Stated	Local	-	
CONNECTICUT	Credit	12 Units/Sem	As assigned in view of the 12 Hr Load		State Policy	Not Stated	Lec-Lab equation: Lab Hr = 2/3 of Lec. Hr.
DELAWARE							
Goldey Beacom College	Contact	20-25 Hrs/Sem	1-5 Hrs	2-4 Hrs	Local	175 Days Avg. 36 Wks.	
FLORIDA	Unspecified	15 Hrs/Sem	Not Stated	Not Stated	State Legislation	Not Stated	Exceptions to legislation at discretion of college president.
GEORGIA	Credit	15 Units/Sem	25 Hrs/Sem Total in these Areas		State Policy	Not Stated	
IOWA	Credit	15 Units/Sem to 16 Units/S	Not Stated	Not Stated	State Legislation	Not Stated	Maximum overload is 3 credit hrs.
ILLINOIS	Unspecified	16 Hrs	Not Stated	Not Stated	State Guidelines; Legislation Pending	Not Stated	
KANSAS							
Butler County Com. College	Unspecified	15 Hrs/Sem	Varies within 35 Hrs/Wk		Local	185 Days	
Colby Community College	Credit or Contact	15 Units/Sem 15-24 Hrs	Varies within 40 Hrs/Wk on Campus		Local	40 Wks.	

Continued . . .

Table 3 (Continued)

Summary of Load Information from Selected Colleges Across the United States and Canada

Name of College	-Contact Hrs -Credit Hrs or Units -Unspecified	Hours Required in Instruction	Hrs. Req'd. Office, Guidance, Interviews, Etc.	Hours in Other Activities	Authority Source	Annual Time Required on Job	Additional Comments
Kansas (Con't):							
Fort Scott College	Unspecified	30 Hrs/Wk for all activities including instruction			Local	36 Wks.	
Hutchinson College	Credit or Contact	12-15 Units/Sem 15-20 Hrs	5 Hrs	To Max. of 40 Hr/Wk	Local	Not Stated	3 preparations are normal load; max. student guidance load = 30 students/ instructor
Johnson County Com. College	Contact	15-20 Hrs	5-7 Hrs	Varies to Max. 35-40 Hrs/Wk	Local	275 Days	
Neoshe County Com. College	Unspecified	15 Hrs/Sem	15 Hrs	2 Hrs	Local	Not Stated	
KENTUCKY	Credit	15 Units/Sem	Varies with local college		State Guide-lines	Not Stated	
MARYLAND							
Frederick Com. College	Unspecified	15 Hrs/Sem	5 Hrs	Prep 20 Hrs	Local	180 Days	State Policy but Local option.
Allegany Com. College	Credit	15 Units/Sem	2 Hrs - Min.	Serve on 2 Committees	Local	39 Wks.	State Policy but Local option.
MASSACHUSETTS							
Endicott College	Unspecified	12-15 Hrs/Sem	Not Stated	Not Stated	State	32 Wks-10 Months	2 Hrs. prep assumed for each 1 Hr. of lecture.
MICHIGAN	Credit	15 Units/Sem or 20 Units-Credit + Lab Contact	Not Stated	Not Stated	State Guide-lines	Not Stated	Legislation pending - 15 Contact hours.
MINNESOTA	Unspecified	No specific expectations - 40 Hrs/Wk - 30 Hrs/Wk to be assigned as class & office hours.			State Guide-lines	Not Stated	
MISSISSIPPI	Contact	15-18 Hrs Acad. 25 Hrs Voc.	5 Hrs	As Required	Local	36 Wks	

Continued . . .

Table 3 (Continued)

Summary of Load Information from Selected Colleges Across the United States and Canada

Name of College	-Contact Hrs -Credit Hrs or Units -Unspecified	Hours Required in Instruction	Hrs. Req'd. Office, Guidance, Interviews, Etc.	Hours in Other Activities	Authority Source	Annual Time Required on Job	Additional Comments
MISSOURI	Credit	15 Units/Sem May - 18 Hrs			State Policy	16 Wks/Sem	Good deal of local autonomy.
MONTANA							
Flathead Valley College	Contact	12 Hrs Comp + Lit 15 Hrs Lecture 18-24 Hrs Lab	Not Stated	Not Stated	Local	9 Mos.	Allowed 7 Hrs. overload.
NEBRASKA					Local		
Fairbury Jr. College	Unspecified	15 Hrs/Sem	10 Hrs (Est.)	20 Hrs (Est.)	Local	38 Wks.	
McCook Jr. College	Unspecified	15 Hrs/Sem	As Required	As Required	Local	36 Wks.	
Nebraska Western Jr. College	Credit	16 Units/Sem	Varies to maximum of 33 Hours including instruction		Local	35 Wks.	
Northeastern Nebraska Col.	Credit	15 Units-Normal; 13-17 Units Range	Not Stated	Not Stated	Local	Not Stated	
North Platte College	Unspecified	15 Hrs/Sem	2 Hrs	1 Hr	Local	Not Stated	
NEW JERSEY							
Gloucester College	Unspecified	15 Hrs/Sem	Not Stated	Not Stated	Local	10 Mos.	
NEW MEXICO	Credit	12 Units/Sem	As Required	As Required	State University Policy	9 Mos.	Policy for two-year college branches of the New Mexico State University.
NEW YORK	Contact	15 Hrs/Sem	As Required	As Required	State Guidelines	Not Stated	College budgets provide for 1 FTE teacher to 17 FTE students.
NEVADA	Unspecified	15 Hrs/Sem	10 Hrs	15 Hrs (Prep)	State Policy	40 Weeks	
NORTH CAROLINA	Contact	12-25 Hrs	Depending on Other Assignments		State Policy		

Continued . . .

Table 3 (Continued)

Summary of Load Information from Selected Colleges Across the United States and Canada

Name of College	-Contact Hrs -Credit Hrs or Units -Unspecified	Hours Required in Instruction	Hrs. Req'd. Office, Guidance, Interviews, Etc.	Hours in Other Activities	Authority Source	Annual Time Required on Job	Additional Comments
NORTH DAKOTA	Credit Contact	16 Units 20 Hrs	-	-	Local	-	
Lake Region College	Unspecified	16 Hrs	Not Stated	Not Stated	Local	38 Wks.	3 preparations.
North Dakota School of Science	Credit Credit Contact Contact	16 Units-Art 20 Units-Bus. 25 Hrs-Tech. 30 Hrs-Trade	Not Stated	Not Stated	Local	9-12 Mos.	
OKLAHOMA	Credit	15 Units/Sem. (Avg.)	Not Stated	Not Stated	Local	Not Stated	
OREGON	Unspecified	15-20 Hrs/Sem	5 Hrs	Not Stated	Local	34-37 Wks.	Supplied by the Department of Higher Education.
Blue Mountain College	Contact	15 Hrs-Arts 22 Hrs-Term	Not Stated	Not Stated	Local	9.5-11 Mos.	
Linn Benton College	Credit Contact	15 Units/Sem 12-15 Units in Comp. 22 Hrs/Sem	Not Stated	Not Stated	Local	Not Stated	WSCH 375 - 600.
Portland College	Unspecified	15-16 Hrs-Lec. 25-26 Hrs-Lab.	Not Stated	Not Stated	Local	180-238 Days	
Southwest College	Credit Contact	15 Units/Sem 25 Hrs/Sem	Not Stated	Not Stated	Local	10 Mos.	
PENNSYLVANIA	-	Not Stated	Not Stated	Not Stated	Local	9-10 Mos.	
RHODE ISLAND	Contact	15 Hrs 12 Hrs (Eng.)	Not Stated	Not Stated	Local	Not Stated	Lec-Lab hours equated.
TEXAS							
Texarkana College	Unspecified	12 Hrs/Sem	10 Hrs-Office	Not Stated	Local	34 Wks.	
El Centro College	Credit	15 Units/Sem	Not Stated	Not Stated	Local	Not Stated	

Continued . . .

Table 3 (Continued)

Summary of Load Information from Selected Colleges Across the United States and Canada

Name of College	-Contact Hrs -Credit Hrs or Units -Unspecified	Hours Required in Instruction	Hrs. Req'd. Office, Guidance, Interviews, Etc.	Hours in Other Activities	Authority Source	Annual Time Required on Job	Additional Comments
UTAH							
College of Eastern Utah	Quarter Hrs	15/Sem	As Assigned	As Assigned	Local	36 Wks.	
WASHINGTON							
Centralia	Unspecified	15 Hrs-Lec. 12 Hrs-Comp. 20-22 Hrs-Labs. 23-26 Hrs-P.E.	Not Stated	Not Stated	Local	9-10.5 Mos.	
Greys Harbour College	Unspecified	12 Hrs-Comp. 30-Voc.	Other activities up to 40 Hrs/Week		Local	175 Days	
Highline College	Credit or Contact	15 Units 20-24 Hrs	Not Stated	Not Stated	Local	Not Stated	
Seattle College	Unspecified	15 Hrs-Lec. 15 Hrs-Comp. 15-18 Hrs-Labs; (Sci, PE, Art) 18-25 Hrs-Other Labs. 20 Hrs-Special					
Shoreline Com. College	Credit or Contact	12-15 Units 18-20 Hrs	Not Stated	Not Stated	Local	9-10 Mos.	
Skagit College	Credit	45-48 Units/Yr	Not Stated	Not Stated	Local	9-12 Mos. Inst.-Admin.	WSCH 600; 1 Eng. Comp Hr - 1.4; 1 Lab Hr=0.75; 20-30 Students on advising load; Max of 2 committees.
Spokane Falls Com. College	Credit or Contact	15 Units 20 Hrs	10-15 Hrs	8-10 Hrs (Prep.)	Local	37 Weeks	
Yakima Valley	Unspecified	15 Hrs-Acad. 20 Hrs-Voc.	As Required	10-20 Hrs	Local	175 Days	
WYOMING							
Eastern Wyoming College	Unspecified	16 Hrs/Sem	Balance of 35-40 Hrs/Wk in these areas		Local	32-34 Wks.	
STATES WITH NO COLLEGE SYSTEMS: South Carolina, South Dakota, Idaho, Wisconsin.							

Concluded . . .

Table 3 (Concluded)

Summary of Load Information from Selected Colleges Across the United Stated and Canada

Name of College	-Contract Hrs -Credit Hrs or Units -Unspecified	Hours Required in Instruction	Hrs. Req'd. Office, Guidance, Interviews, Etc.	Hours in Other Activities	Authority Source	Annual Time Required on Job	Additional Commentd
CANADA							
BRITISH COLUMBIA							
Douglas College	Credit or Contact	12 Units/Sem 16 Hrs/Sem	Varies	Varies	Local	10 Mos.	Office hours posted at instructor's discretion. Weightings used in labs and activity courses.
Okanagan College	Contact	15-20 Acad. 30 Voc.	Varies		Local	8 Mos-Acad; 10 Mos-Voc; 11 Mos-may be assigned duties.	
Vancouver City College	Contact	20-30 Voc; 20-35 Tech; 16-25 Acad; 16-20 Col.Acad; 20-25 Pre-Col.	Not Stated	Not Stated	Local		
ONTARIO	-	-	-	-	Provincial Contract	-	Workload items of contract presently before arbitration.
Algonquin College	Unspecified	18-20 Hrs-Acad.	Not Stated	Not Stated	Prov. Cont.	12 Mos; 2 Mos Holiday	75% courses req 8 Mos or 33 Wks; Others 2 Mos. Prep. not assigned. Assume 1 Hr Teach. needs ½ Hr Prep. WSCH 650-1000.
Connestoga College	Unspecified	27 Hrs-Max; 20-25 Hrs-Avg.	30 Hrs/Wk required on Campus. Academic should be lower.		Prov. Cont.	44 Wks-Teach 8 Wks-Holiday	Local flexibility exists even though there is a Provincial Contract.
George Brown College	Contact	10-30 Hrs	Not Stated	Not Stated	Prov. Cont.	40 Wks.	
QUEBEC	Contact	12-16 Hrs; 14 Hrs-Avg.	Local variation, expected 35 Hr/Wk with instruction		Prov. Cont.	10 Mos. 43-44 Wks.	

SUMMARY OF LOAD INFORMATION: This survey was not intended to be a rigorous study. The original survey conducted by Dr. R. G. Fast was sent to 52 State Agencies or Departments of Higher Education. Responses were received from 36, 18 States indicated that guidelines were a local college responsibility. Where possible, if lists of colleges were provied from the first inquiry, a randomly selected group of local colleges were again asked by the author to supply workload data. College systems in British Columbia, Ontario and Quebec were also contacted. Subsequent information was compiled with similar data supplied by Dr. M. S. Tagg from a survey he had conducted. Following are observations of Table 3:

1. There was no universally accepted usuage of either credit or contact hours. In fact in many cases the distinction was not made.
2. The most common figures appearing as instructional loads were 12 and 15. However it was extremely difficult to assume that loads were 12 to 15 hours due to the inconsistent use of a credit/contact hour distinction.
3. The practice of equating labs, activity courses, etc. to a portion of lecture hours was very widespread.
4. A trend to specific authority sources for workloads was impossible to determine because of cross-sectional nature of the survey. Of the 36 responses from the U.S., 8 states had legislation or policy, 6 had recommended guidelines, 18 had local college autonomy, and 4 had no college system. In Canada, two systems had Provincially negotiated contracts; B.C. and Alberta had local college autonomy. The direction of any trend could be determined by a follow-up survey to determine if changes from one authority source to another were occurring. The most popular source at present is the local college authority.

Chapter 3

THE ALBERTA SCENE

Having reviewed a considerable amount of material from across Canada and the United States, attention should now be focused on the situation in the five Alberta colleges.

The Alberta Association of College Faculties Report

Prior to 1971, no comprehensive examination of staff loads had been made in all of the Alberta colleges. During December, 1970 a study (Thorhallsson: 1971) was carried out in the following Alberta colleges: Grande Prairie Regional College, Red Deer College, Mount Royal College, Medicine Hat College, and Lethbridge Community College. Essentially this was a Time Study which reported faculty loads in terms of:

1. Student contact hours;
2. Class hours;
3. Marking hours;
4. Preparation hours;
5. Hours spent outside classroom with students;
6. Total weekly instructional hours; and
7. Total working hours per week.

Methodoligically, the study relied on faculty to recall the time already spent in these activities for the part of the 1970-71 year completed and to estimate what this time would be thoughout the remainder

of the year. The result was a single time reported for each category by the responding instructor. Further the loads represented an averaging over the academic year which covered both fall and winter terms. The average length of a half course was determined to be 14.5 weeks, the average of the range of course lengths possible in the five colleges, namely 13 and 16 weeks. A full-year course and subsequently a full year load was determined to be twice the first-term load based on 14.5 weeks. This meant that the average length of a year in the study was 29 weeks. Any instructors who taught over 29 weeks as part of the normal load had that load prorated as a portion of 29 and then added to the full year load. As will become evident upon the presentation of comparative data, this averaging process produced some interesting results.

The findings were presented in each of the seven categories for each of the five colleges. Virtually all data was reported in percentage frequencies and the size of the original number surveyed was not given. Whether the 156 respondents were a sample or only a partial return from the population was not indicated. A final compilation of the data produced an average weekly load for a college instructor in the Province of Alberta. That information is reproduced in Table 4. Further findings will not be reported at this point since a comparison will be developed later between AACF findings and information from a Costing Study presently being conducted by the author.

Table 4

Weekly Workload of the Average College Instructor
in the Province of Alberta

Category	Class Contact Hours/ Week	Marking Hours/ Week	Prepara-tion Hours/ Week	Hours/Week Spent With Students Outside Classroom	Hours/Week At Mtgs., Committee Work, Other Duties, Etc.	Total Working Hours/ Week
Average Instructor in University Transfer Program	14.5	8.5	14.5	7.5	3.5	48.5
Average Instructor in Non-University Transfer Program	17.5	7.5	13.5	7.0	4.0	50.0
Provincial Average	16.3	8.0	14.0	7.0	4.0	49.5

NOTE: All results are rounded off to the nearest half hour.

SOURCE: Thorhallsson, J. Report on Instructional Workloads in Alberta's Public Colleges, 1970-71.

Instructional Loads from Costing Data

The Costing Study produced data on actual loads being carried by all instructors in the five public colleges for the 1970-71 year. Grant MacEwan Community College was not included since it was not operating during this period. Actual class assignments in hours and the number of students in each class were collected to enable apportionment of the direct instructional costs to each course. Thus it was possible to determine the total load being carried by instructors for the same period of time as the AACF Study.

Note especially that the Costing Study determined the exact number of hours required by each staff member for a normal contract year. As with the AACF Study, only full-time instructors were included and administrators, department heads, etc. were excluded. Also, courses which received extra pay, summer or evening, were not considered part of an instructor's load in data used from the Costing Study. However, instructors who taught more than the normal two-term year as part of their normal contract has this reported as part of the actual load. No averaging of the basic data took place. Loads reported from the Costing Study were the result of adding the weekly term loads of class contact hours for the full contract year of two terms. Thus an instructor who worked 16 hours in term one and 12 hours in term two would have a total class contact load of 28 hours for the year. The costing data on staff loads only presented information on the actual assigned hours for which an instructor was to be in front of each specific class.

Unlike the AACF Report, no information on time spent in anything

other than the presentation phase of instruction was available from the costing data.

Class Contact Hours. Actual total class hours assigned to full-time instructors during 1970-71 are summarized in Table 5. Relevant comments about each college in terms of loads specified in collective agreements, overload pay, laboratory assistance follow.

The Grande Prairie collective agreement simply stipulated that a normal load could range from 24 to 40 hours per year. This represented a range of Class Contact Hours per term of 12 to 20 hours. Eleven (58.0%) of the staff were within this range and two (10.5%) had a load of 40 or more hours. No overload pay was given at this college.

The Red Deer collective agreement specified a normal load of 12 hours per term, plus or minus two hours. A total Class Contact Load per year would be 20 to 28 hours. In actual practice overload pay was given at the 28 hour level (14 hours per term). Twenty-one (40.3%) of the staff were at 28 hours or more of contact. Thirty (57.8%) of the staff were in the 20 to 27.9 hour range.

In Calgary the collective agreement stated that a load of 12 hours per week per term in direct student contact or equivalency was considered to be normal. This meant that a total normal load would be 24 hours for the year. An additional three hours per instructor was to be spent in planning the new campus. This meant the normal load was 15 hours per term or 30 total hours for the year. In actual fact overload was paid for hours above the 12 per term. Eighty-one (83.6%) of the staff had a total load of

Table 5

Distribution by Number and Percentage Frequency of Total Class Contact Hours[1] for Full-Time Faculty in 1970-71 at Five Public Colleges in Alberta

Total Class Contact Hours	Grande Prairie		Red Deer		Calgary		Lethbridge[2]		Medicine Hat			
	N	%f	N	%f	N	%f	N	%f	N Hrs.	Units	%f Hrs.	Units
Less 7.9	0	0	0	0	0	0	0	0	0	(0)	0	(0)
8.0 - 9.9	0	0	0	0	0	0	0	0	0	(0)	0	(0)
10.0 - 11.9	0	0	0	0	0	0	0	0	0	(1)	0	(4.2)
12.0 - 13.9	2	10.5	0	0	1	1.0	0	0	0	(0)	0	(0)
14.0 - 15.9	0	0	0	0	0	0	1	2.3	1	(0)	4.2	(0)
16.0 - 17.9	1	5.3	0	0	1	1.0	0	0	0	(1)	0	(4.2)
18.0 - 19.9	0	0	1	1.9	1	1.0	0	0	0	(1)	0	(4.2)
20.0 - 21.9	2	10.5	3	5.8	6	6.2	0	0	1	(1)	4.2	(4.2)
22.0 - 23.9	1	5.3	4	7.7	7	7.2	0	0	0	(1)	0	(4.2)
24.0 - 25.9	1	5.3	11	21.2	36	37.1	0	0	2	(4)	8.3	(16.6)
26.0 - 27.9	2	10.5	12	23.1	33	34.0	0	0	4	(8)	16.7	(33.3)
28.0 - 29.9	1	5.3	8	15.4	3	3.1	1	2.3	0	(2)	0	(8.3)
30.0 - 31.9	3	15.8	10	19.2	2	2.1	4	9.3	5	(4)	20.8	(16.6)
32.0 - 33.9	0	0	1	1.9	5	5.2	1	2.3	4	(0)	16.7	(0)
34.0 - 35.9	1	5.3	1	1.9	0	0	6	14.0	0	(0)	0	(0)
36.0 - 37.9	3	15.8	0	0	0	0	3	7.0	1	(1)	4.2	(4.2)
38.0 - 39.9	0	0	0	0	0	0	8	18.6	0	(0)	0	(0)
40.0 or Greater	2	10.5	1	1.9	2	2.1	19	44.2	6	(0)	25.0	(0)
	N=19	100.1	N=52	100.0	N=97	100.0	N=43	100.0	N=24	(24)	100.1	(100)

[1]Total class contact hours represent the sum of hours assigned in each term of the 1970-71 year.

[2]See page 30 of the text for an important explanation.

24 hours or more per year, while only nine (9.9%) of the staff had loads of 30 or more hours per year.

The figures on total class contact in Lethbridge tended to be very misleading for the simple fact that many of the courses constituted high hours per week for a short period of weeks. This was especially so in the Technical-Vocational and Apprenticeship programs. The length of courses in Lethbridge varied from a low of two weeks to a high of 16 weeks. Totalling the instructor's hours per term in this situation produced very distorted information. A more reliable measure was the total of actual hours in contact with all classes for the whole year (number of hours times the length in weeks totalled for all courses). This information will be presented under the Load Factor heading below.

Medicine Hat was the only college which applied a contact formula to the faculty load. The actual weightings per course were included in Appendix B. As a consequence the total Class Contact Hours were presented in actual hours and equivalent units. The collective agreement stipulated that a load of 14 to 16 units of instruction per week with a 15 unit average was considered normal. Thus a total normal class contact figure for a year or two terms would be 28 to 32 with an average of 30. Five (20.8%) instructors had a unit load of 30 units or more for the year. Six (24.9%) instructors fell within the range of 28 to 32 units. The distribution by hours showed a much heavier concentration of instructors carrying larger loads.

Load Factor. An additional way of examining the loads of actual hourly contact with students was to total all hours spent by instructors in front of all assigned classes, labs, tutorials, etc. for the full contract year. For the sake of simplicity this was called the Load Factor. The results for all of the colleges are presented in Table 6. As before, Summer and Evening Courses were not included unless they were part of the normal contractual obligation.

The Normal Loads referred to in Table 6 were derived by taking the loads specified in the contract and multiplying them by the length of the college year as specified in the various calendars. In all cases exam weeks were considered to be part of the normal year. For Grande Prairie the year consisted of two terms of 16 weeks. In Red Deer the terms were 15 and 14 weeks for college courses. University and nursing courses consisted of two 14 week terms. All other colleges had two terms of 16 weeks in length except Lethbridge. The varying length of courses in the Technical-Vocational and Apprenticeship School resulted in widely varying weekly loads. For this reason the Load Factor was considered to be a truer picture of the load being carried by Lethbridge instructors than was the Total Class Contact Hours of Table 5.

Under these conditions instructors in the School of Liberal Arts were expected to carry a load of 18 hours times 16 weeks to produce a Load Factor of 288 a term, or 576 a year. All other schools were expected to aim at this figure of 288 per term. In fact only Liberal Arts averaged close to 576 with a Load Factor of 557. The Technical-Vocational School

Table 6

Distribution by Number and Percentage of the Load Factor for Full-Time Faculty in 1970-71 at Five Public Colleges in Alberta[1]

Load Factor	Grande Prairie		Red Deer		Calgary		Lethbridge		Medicine Hat			
	N	%f	N	%f	N	%f	N	%f	N Hrs.	N Units	%f Hrs.	%f Units
Less 199	2	10.5	0	0	1	1.0	0	0	0	(1)	0	(4.2)
200 - 249	0	0	0	00	0	0	1	2.3	1	(0)	4.2	(0)
250 - 299	1	5.3	1	1.9	2	2.1	0	0	0	(2)	0	(8.3)
300 - 349	2	10.5	12	23.1	6	6.2	0	0	1	(1)	4.2	(4.2)
350 - 399	1	5.3	20	38.5	33	34.0	0	0	2	(6)	8.3	(25.0)
400 - 449	4	21.1	13	25.0	44	45.4	2	4.7	4	(8)	16.6	(33.0)
450 - 499	3	15.8	1	1.9	4	4.1	4	9.3	6	(6)	25.0	(25.0)
500 - 549	0	0	4	7.7	5	5.2	5	11.6	4	(0)	16.6	(0)
550 - 599	4	20.0	1	1.9	0	0	11	25.6	0	(0)	0	(0)
600 - 649	0	0	0	0	0	0	8	18.6	1	(0)	4.2	(0)
650 - 699	2	10.5	0	0	0	0	5	11.6	0	(0)	0	(0)
700 or More	0	0	0	0	2	2.0	7	16.3	5	(0)	20.8	(0)
	N=19	100.0	N=52	100.0	N=97	100.0	N=43	100.0	N=24	(24)	99.9	(100.0)
	NL* 384-640 No Overload Pay		NL 290-406 Overload Paid at 406		NL 384 Overload Paid at 384		NL 576** No Overload		NL 448-512 Units Normal Average = 480 Units			

[1]The Load Fact = the total hours spent by an instructor in all classes, labs assigned to him for a full year. It was the sum of the products of the hours per week assigned to each class times the length of that class in weeks.

*Normal Load.

**No contract definition was made for a normal load in Lethbridge. The goal was to aim at 18 hours a week per term times 16 weeks to give a load factor of 288 per term or 576 per full year.

had an average of 675, Business Education had an average of 606, and Nursing had an average of 694. Agriculture had only one full-time instructor.

Overload pay was given in only two of the Colleges, Red Deer and Calgary. The base per term for such pay was 14 hours in Red Deer and 12 hours in Calgary. In Calgary 3 of 44 instructors in the Load Factor Range of 400 - 449 and 2 of 4 instructors in the range of 450 - 499 received overload pay. Overload was to be paid at anything over a Load Factor of 384. In Red Deer 13 of 19 instructors over a Load Factor of 400 were paid for a total of 19.25 hours of overload. One instructor in the load range of 300 - 349 was paid for one-half hour overload and one instructor in the range of 350 - 399 was paid for one and one-half hours of overload. The point for overload pay was anything over 14 hours per term or a Load Factor of 406 for the year.

Laboratory assistance was provided in most colleges either through part-time aides, sessional instructors, or full-time assistants. In Red Deer each of the Chemistry and Biology labs had a full-time assistant and full-time staff were given two-thirds credit for lab hours. Calgary used sessional instructors to the extent that the full-time instructor was in a lab for one hour per week as part of his load and the sessional instructor was in the lab for the full three hours a week. This provided continuity for the lecturer and students, and made it unnecessary to put a full-time instructor in charge of labs.

In most cases the instructors occupying the heavy end of the Load

Factor distribution were people in Technical-Vocational, or Business Education, and in one college, nursing. This was expected, however, when reporting only class contact hours since it is common to assume that academic courses require less class contact and more instructor involvement outside the class. The reverse was assumed to be true for laboratory and activity types of instruction. However, most laboratory courses were assisted in some manner as previously mentioned. Nurses worked a longer contact period with no additonal remuneration only in Lethbridge. In Red Deer extra pay was received for the summer work. In Calgary all nursing courses were part of the normal contract year. Medicine Hat nursing loads were not included since the program had just begun and the total load was being carried equally by all instructors. Extra pay was, however, given to the nursing staff for the summer course.

Comparison of AACF and Costing Data

Due to the very different nature of the data from both sources, comparison was both difficult and limited. There was no similar information in the costing data with which to compare the recall data provided by instructors in the AACF Report. However, it was possible, with minor modifications, to compare Class Contact Hours and Student Contact Hours. These pieces of information were produced in each study and both kinds of information had a basis in actual instructor hours assigned and student enrolments. Since all other information in the AACF Report was uncheckable due to its recall basis, the researcher of this document hoped that the comparisons suggested might effect a limited check on the accuracy of all

load data reported by the AACF.

Class Contact Hours. One difficulty was presented in this comparison. The costing data derived a figure which represented a total of hours assigned in all terms (two in all cases) of the year. The AACF findings yielded an average weekly load over a 29 week year. Comparability was made possible by assuming, as the AACF Study had already done in its methodology, that the weekly load in one term would be closely representative of the second term. Thus the ranges of the AACF frequency distributions used to report Class Contact Hours were doubled to represent a total weekly load over a year (two terms). The costing data was arranged into these doubled distributions and comparisons were effected through the use of percentage frequencies. The AACF data were reported with overlapping ranges in the frequency distributions. In the comparison it was assumed that this overlap had no effect on the AACF distributions and non-overlapping ranges were established. If overlapping did occur in the reporting of the AACF data, the actual distributions could be considerably different. The comparison is reported in Table 7.

Any general comment about the trend of difference between the two sets of findings was difficult to make. To compare one distrubtion against another using the average of one as a criterion was bound to produce differences because there were two different distributions. Required was some sort of independent point on both distributions to effect a comparison. Normally this was the load specified in the contract.

In Grande Prairie the contract load had such a wide range that it included 55 percent of the AACF data and 58 percent of the costing data.

Table 7

Comparison of the Percentage Frequency Distributions on Class Contact Hours from the AACF Report and the Costing Data

Class Contact Hours	Grande Prairie		Red Deer		Calgary		Lethbridge		Medicine Hat	
	AACF %f	Costing %f	AACF %f	Costing %f	AACF %f	Costing %f	AACF %f	Costing %f	AACF %f	Costing %f
Less 15.9	11.0	10.5	4.0	0	4.0	1.0	3.0	2.3	0	4.2
16.0 - 19.9	0	5.3	2.0	1.9	5.0	2.0	0	0	0	0
20.0 - 23.9	11.0	15.8	8.0	13.5	30.0	13.4	3.0	0	18.0	4.2
24.0 - 27.9	33.0	15.8	18.0	44.3	13.0	71.2	0	0	18.0	25.0
28.0 - 31.9	22.0	21.1	30.0	34.6	25.0	5.2	23.0	11.6	9.0	20.8
32.0 - 35.9	0	5.3	22.0	3.8	7.0	5.2	20.0	16.3	36.0	16.7
36.0 - 39.9	0	15.8	6.0	0	2.0	0	10.0	25.6	0	4.2
40.0 or Greater	22.0	10.5	10.0	1.9	14.0	2.0	39.0	44.2	18.0	25.0
	99.0	100.1	100.0	100.0	100.0	100.0	98.0	100.0	99.0	100.0

However, 22 percent of AACF data had higher loads than the contract range, while 10.5 percent of the costing data were in the same position.

The contract range of 20 to 28 hours in Red Deer included 26 percent of AACF data and 57.8 percent of costing data. Included above the contract range were 69 percent of AACF data. The AACF data was somewhat higher than the costing information due in part to the fact that labs received only two-thirds credit for salary purposes (costing data) while the AACF data reported the actual hours instructors spent in labs. The 12 hour per term or 24 hour per year figure in Calgary divided the AACF data so that 61 percent were on or above the point and 83.6 of the costing data were in the same position. It was important to realize, however, that 71.2 percent of this 83.6 percent in the costing data were in the 24.0 to 27.9 hours range, while only 13 percent of the AACF data were in this middle range.

Since no contract hours were specified in Lethbridge, it was difficult to determine a comparison point for both sets of data. It was interesting to note, however, that both sets of data identified a trend to very high Class Contact Loads with the trend appearing somewhat stronger in the costing data. Comparisons in Medicine Hat were impossible since the contract specified a unit load range and a comparison of units and hours, by definition, would be different. The information in Table 7 on Medicine Hat presented the hours before conversion, and the AACF and Costing distributions can be examined as distributions of hours. It is difficult to compare the distributions due to a lack of an independent comparison point in contact hours.

Total Student Contact Hours. The most direct and viable comparison between the two sets of data was possible on the basis of Student Contact

Hours. Essentially the Student Contact Hour was a product of multiplying the hours per course times the number of students enrolled. The Student Contact Hours from the costing data represented a total for the year. Thus it was again necessary to assume that the AACF weekly figures, when doubled, would be representative of the whole year. This was done by doubling the AACF ranges and the comparison is presented in Table 8.

Since none of the colleges had contract requirements for Student Contact Hours, no independent level existed for comparing the data from the AACF Study and the Costing Study. In Grande Prairie the SCH loads of the costing data appeared to be slightly higher than those of the AACF data. This was very strange since the AACF Class Contact Hours (a component of the SCH) were definitely higher than similar costing data. This SCH load difference would seem to indicate that an increase in students occurred from the beginning of the term (AACF data) to the one-quarter point (costing data). This enrolment shift would seem highly unlikely. It was quite possible, however, that the differences were in fact attributable to the overlapping ranges of the AACF study, since the distributions were often quite similar when two ranges were considered at once.

Red Deer also produced SCH distributions that seemed to indicate slightly higher loads in the costing data. This was also difficult to understand since AACF Class Contact Hours were also higher than similar costing data. In the Calgary college the SCH loads confirmed the similar trend which had occurred in the comparison of Class Contact Hours. In both comparisons the AACF results tended to report higher loads than did the

Table 8

A Comparison of Student Contact Hours Derived from the AACF Report and the Course Costing Study

Class Contact Hours	Grande Prairie			Red Deer			Calgary			Lethbridge			Medicine Hat		
	AACF %f	Costing %f	N	AACF %f	Costing %f	N	AACF %f	Costing %f	N	AACF %f	Costing %f	N	AACF %f	Costing %f	N
Less 199	11.0	5.3	1	2.0	0	0	0	1.1	1	0	0	0	0	8.3	2
200- 299	11.0	5.3	1	0	0	0	2.0	15.8	15	0	0	0	9.0	4.2	1
300- 399	0	15.8	3	6.0	3.9	2	4.0	5.3	5	10.0	7.0	1	0	8.3	2
400- 499	11.0	5.3	1	6.0	1.5	6	20.0	18.9	18	7.0	2.3	1	45.0	0	0
500- 599	44.0	26.3	5	18.0	5.8	3	9.0	12.6	12	7.0	9.3	4	0	29.2	7
600- 699	11.0	21.1	4	12.0	1.9	1	9.0	11.6	11	3.0	4.7	2	18.0	8.3	2
700- 799	11.0	5.3	1	12.0	21.2	11	20.0	8.4	8	23.0	4.7	2	0	0	0
800- 899	0	5.3	1	8.0	15.4	8	14.0	16.8	16	13.0	11.6	5	9.0	0	0
900- 999	0	0	0	12.0	5.8	3	5.0	4.2	4	7.0	9.3	4	0	4.2	1
1000-1099	0	5.3	1	8.0	1.9	1	5.0	1.1	1	7.0	11.6	5	0	4.2	1
1100-1199	0	5.3	1	6.0	0	0	2.0	0	0	0	7.0	3	18.0	0	0
1200-1299	0	0	0	2.0	7.7	4	5.0	1.1	1	3.0	2.3	1	0	0	0
1300-1399	0	0	0	2.0	5.8	3	0	1.1	1	0	4.7	2	0	0	0
1400 & Over	0	0	0	6.0	19.2	10	5.0	2.9	2	20.0	25.6	11	0	33.3	8
	99.0	100.3	N=19	100.0	100.0	N=52	100.0	100.1	N=95	100.0	100.0	N=43	99.0	100.0	N=24

costing data. The trend to large loads in Lethbridge, as identified by the AACF study and further pointed out in the AACF-Costing comparison of Class Contact Hours, was confirmed and strengthened in the Student Contact Hour comparison. The costing data revealed a somewhat stronger trend to large loads than did the AACF study.

In Medicine Hat the distribution of SCH loads from the costing data produced a somewhat bimodal trend. Loads were either very high or quite normal, whereas the AACF data produced a strong concentration of respondents in a low Student Contact Hour position.

Comparison Conclusions. Some observations should be made in concluding this section. Basically these observations assume that the costing data was more accurate since it relied on actual load assignment data and class registrations provided by the college. No recall or projection for part of the year to come was required.

1. While the distributions compared were similar in many cases, rather striking differences also occurred. These differences, plus the overlapping ranges of the AACF Study, tended to produce an uneasiness about relying upon the AACF results. It is quite feasible to assume, however, that the overlapping ranges and low instructor response could have produced these differing results. The averaging of the AACF Study and the totalling of the Costing Study might have been a factor. If this was so it points out the diffence two approaches produce. A comprehensive view is required.

2. The timing of a load assessment to determine actual time spent on certain factors is vital. Very early in a year could produce

distorted loads if student enrolment was one fact being examined. After the college operation had "settled in" would seem to be a reasonable time to conduct a load assessment.

3. The reliance on load assessments which examine only one element of load (Class Contact Hours, Student Contact Hours) can produce highly distorted and totally different views. Single element or multiple variable studies which combine data in a linear fashion are not representative of the true workload situation. In one college, for example, it became apparent that the payment of overload pay which was based on class contact alone bore very little relationship to Student Contact Hours. One instructor who received the most overload pay had one of the lowest Student Contact Loads in the college.

4. The ultimate effect of this comparison was to cast very serious doubts on the usefulness of single variable load studies, especially when they rely on a good deal of recall. The situation was reminiscent of the old Russian peasant who, when asked to report his yearly production for the Five Year Plan added 50 bushels because "he must have done that well." In the end all were pleasantly "surprised" and the peasants were warmly lauded for their "successful production." Information is seldom granted much credibility when it comes from sources with an interest in the end result. Regardless of the actual truth of the data, the source reduces its usefulness.

This is one of the basic problems which studies like the AACF Report face. Repetition of similar studies can only tend to polarize the

opinions already created by the credibility gap inherent in the initial report. It is primarily for this reason that a later recommendation will be made to focus attention on the development of load formulas. With a load formula no credibility problem arises; reporting of actual time spent by instructors becomes a secondary issue. Relationships among load factors and various weightings are threshed out in a cooperative situation within the context of the college's goals and assigned loads are reported in this light. The weight of loads then becomes understandable in the light of all pertinent assumptions. A load of 14 hours becomes plausible in terms of the fact that 14 hours are actual contact, one hour preparation (pre and post) is assumed to apply to each contact hour in the particular college and other additional hours are assigned on a variety of responsibilities depending on college, instructor, and student needs.

The AACF must be commended for its initial efforts to arouse interest and encourage constructive debate on the load issue. The situation must not remain at this stage, however, or one could become suspicious that the AACF Report was only part of a contract negotiation campaign. Unfortunately, many people will already believe this before even examining the study in the broader context of load formulas. The next logical step is to develop unique and rational load systems in each college. To continue in the same study orientation begun by the AACF can only raise critical questions about how seriously the various groups within the colleges really view the ultimate purpose of the institution.

Length of the Instructional Year

A very basic and simple assumption at this point was that the size of workload related to the amount fo time required for an instructor to do those things necessary to carry out his responsibilities to the college that employs him. Further to this point was the assumption that these duties should occur over a period of time broadly specified as a "year."

This amount of work and the "year" can be considered in two general ways:

1. The yearly load times hours could be spread equally over the full year, with the normal consideration for holidays. Thus in this particular example, x/12 hours would be the monthly load.

2. In the second instance the assumption would be that the yearly load times need not be spread over twelve months but could, due to organization of college curriculum, year, etc., be done in eight or nine months. Thus the monthly load would be x/8 or x/9.

In the first instance, the expectation might be a monthly load somewhat similar to workloads carried by other professionsl or even somewhat closer akin to the monthly workload of the skilled worker or technologist.

However, monthly or weekly loads of college instructors are often represented as being grossly more than the "usual" 40 hours of the average worker. This representation of large college workloads may not be misrepresentation if the assumptions of the second pint above are kept in mind. Due to the unique organizational structure, year length, and a high degree of instructor freedom the basic workload of the instructor does not usually consist of the "normal" twelve months, less one month for holidays.

Actually work in the college setting often tends to be compacted into periods of high workload. These periods are generally offset by periods of considerably lower workload in the intersession and summer recess periods. On the tacit assumption that load is continuous for twelve months, the obvious conclusion is that the number of hours of actual work carried out by instructors over a two semester year is high. The size of the weekly or monthly workload takes on considerably more rationality when viewed from the perspective of an eight or nine month year.

Some of the implications of the above reasoning can be seen more clearly in the following specifications:

1. Assume that the normal year for professional similarly trained and doing jobs similar to those of college instructors is 52 weeks less four weeks of holidays. This is the usual situation for educators employed by government. The result is a 48 week year.

2. The usual, daily workload of such professionals in government is seven hours times five days a week for a weekly total of 35 hours.

3. The result of assumptions one and two is a yearly workload of 1,680 hours for professionals in government with jobs similar to college instructors.

4. Assume that the normal year for a college instructor ranges from eight to nine months or 32 to 36 weeks.

5. The figure reported by the AACF study (Thorhallsson: 1970) for an average instructor in 1970-71 was 49.5 hours per week.

6. The resulting range of total hours spent by an instructor during an eight to nine month year is 1,584 to 1,782 hours. This figure is inflated,

however, since the above reasoning does not allow for the periods of vacation or intersession when there are no class contact or student hours outside the classroom to be figured into the instructor's weekly total. Furthermore, should the assumptions on length of year be generous, as they likely are, an additional reduction would result.

The above process of reasoning does seem to indicate that:

1. College instructors do tend to work a somewhat lower total number of hours per year than do other professionals similarly trained, and that

2. Quite clearly, the consideration of year length and the resulting lumpiness in the distribution of instructor hours over a full year is a factor to be considered in assessing the size of faculty loads.

There is an obvious relationship in any job between remuneration paid and amount of time expected and required to do a task. With respect to college instruction it would appear that discussion of load size has assumed a twelve month year. That such an assumption does not pertain should be clear and thinking about load size should be adjusted accordingly. Consistent with this observation is the recommendation that college boards and administrators take more care to make certain that the relationships between year length and the weekly load size is clearly understood by themselves and by faculty members and that the fact of large weekly loads in terms of year length is not unusual.

Chapter 4

ANALYSIS OF ALTERNATIVE SOURCES OF AUTHORITY TO DETERMINE WORKLOADS

Likely one of the most salient benefits of the AACF Study was the questions it did not answer and the areas it left vague. For, in fact, what the study succeeded in doing was to arouse a considerable degree of interest in and awareness of the issues related to workloads. One of these issues raised the question of who should be involved in the assessment of workloads. The answer would seem to be apparent. Domination of assessment by one group (faculty or administration) can obviously lead to a tendency for each side to concentrate on discrediting the others study. Cooperation is valid and necessary between all parties, students as well, who have an interest in faculty loads.

Another issue raised two very clear alternatives for direction in the examination of loads. The issue required a decision about whether load studies would:

(a) continue to be just an analysis of the size of loads in various colleges, or

(b) whether individual college personnel would carefully examine the important factors which affect load in their college and then work these variables into a "rational" (for their college) system of load distribution.

Clearly, in the writer's mind, the last alternative was the most desirable one. While the simple assessment of load sizes was likely an

important preliminary step necessary to arouse interest, the issue of loads should not be exploited at that point to produce negotiating benefit for either party. The logical and sane progression was toward a cooperative venture within colleges to rationalize unique load criteria.

These issues all circulate around one final critical issue. Where does the authority lie for assigning workloads? As the survey reported earlier indicates, this source of authority ranges all the way from legislation to local college policy. The next logical question to be asked is: Where should the locus for authority in this matter rest?

The response to this depends upon the philosophical assumptions which support the college systems. As a consequence this analysis will focus on those bases of the system in Alberta.

Assumptions of the Alberta College System

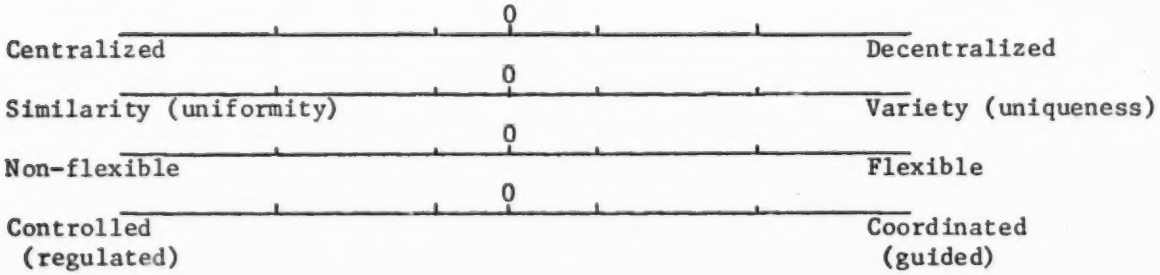
The fact that the colleges in Alberta exist under the aegis of the Alberta Colleges Commission, a coordinating body, tends to set the basic scene. While The Colleges Act does give the Commission broad authority to control college affairs, it has been the Commission's policy to coordinate rather than to control. Individual colleges are encouraged to develop their own unique programs and campuses. The wide variety of college programs and structures readily attest to this orientation. While the Commission is responsible for the flow of finances to colleges and approval of new programs and buildings, such approval is carried out within the framework of flexible guidelines. Each proposal, budget, etc. is assessed in terms of the guidelines but it is also considered on its own merit as well. The guidelines

can and have been excepted when the Commission assessed that such a move could benefit the college and the system. A more restrictive approach to financing in the system may well tend to reduce the flexibility of this approach. It should still be possible, however, to allow colleges freedom to develop in their own unique direction, although restriction of funds will limit the speed of this growth.

A more specific statement of organizational principles was enunciated by R. Bosetti, Director of Planning and Research for the Alberta Colleges Commission. While these principles are not Commission policy, they do present a fair representation of practice throughout the last year or two of Commission operation:

> Principle 1: The external system structure for advanced education must foster the development of relatively independent institutions which are highly responsive to the needs of their clients.
>
> Principle 2: The structure for advanced education must provide the coordination necessary for the orderly growth of the system and for its efficient and effective operation.
>
> Principle 3: The functions to be performed at the system organization level must be delimited to those functions which cannot effectively be performed at the institutional level. (Bosetti, 1971: 10-12).

From these principles it would be possible to extract a number of polar descriptions of a college system.



These polar descriptions can be used to analyze the various sources of authority for determining workloads in an effort to determine how closely the various alternatives fit the actual philosophical orientation of the Alberta system.

Authority Sources

Earlier an allusion was made to a wide range of authority sources. More specifically the possible sources of direction for establishment of workloads are:

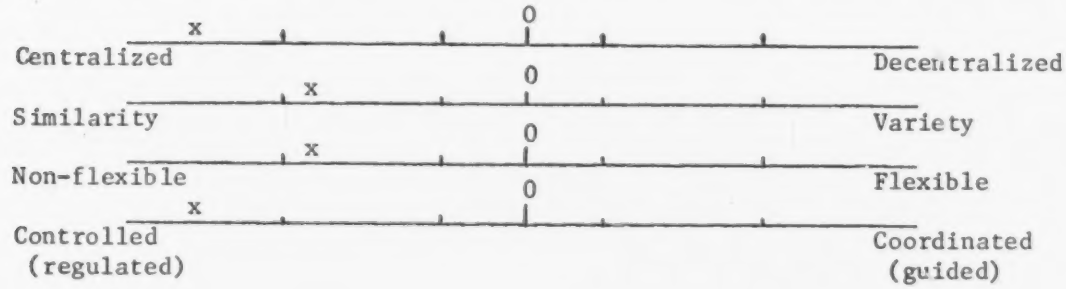
1. Provincial of State Legislation.
2. System (Commission) Policy.
3. System (Commission) Guidelines.
4. College (Board of Governors) Policy.
5. College (Board of Governors) Guidelines.
6. Local Negotiation between parties.

The Policy-Guideline distinction noted in the alternatives places Policy closer to the binding nature of Legislation. Policies are generally less easy to bend than are Guidelines. Guidelines tend to admit to the difficulty of making system-wide regulations and guidelines also tend to allow local initiative a say in the matter. Legislation and Policy do not tend to adequately make these exceptions.

These possible sources are not exhaustive, nor are they mutually exclusive. The recombination of alternatives into additional possibilities would be quite possible. The six positions do, however, provide a fairly inclusive framework for analysis and should allow some conclusions about which position is most compatible with the Alberta college system.

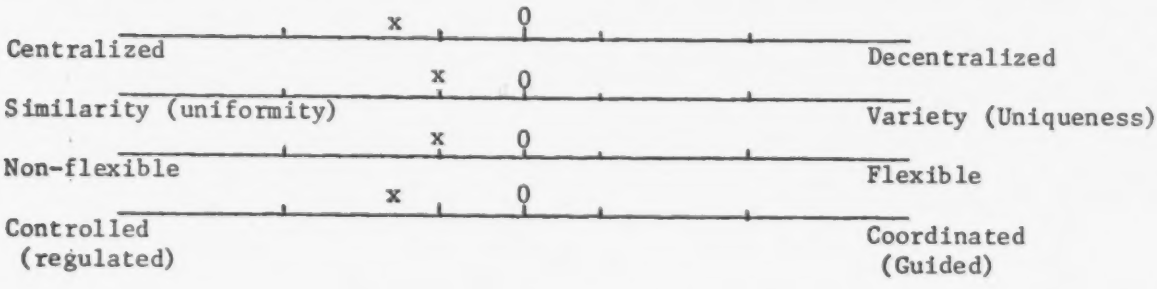
Analysis

Legislation. Legislation on workload would likely tend to produce



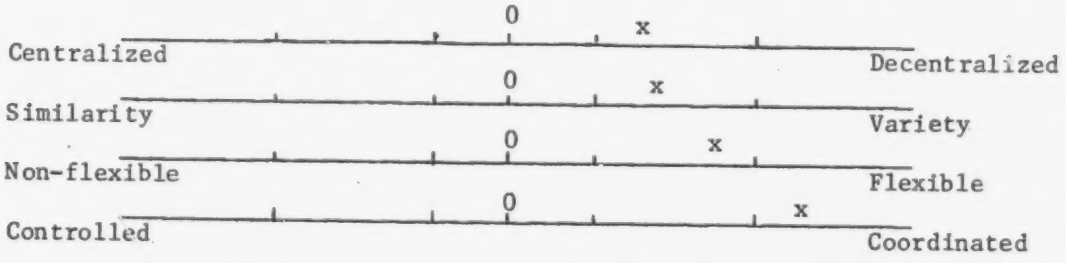
a system which was highly centralized and attempts to meet the legislated loads could produce a great deal of similarity in program offerings. Flexibility would likely be reduced and the regulatory-controlling function could be quite high in an effort to determine how well legislation was being followed. It is quite possible that provisions for exception could be included within the legislation and only a bare minimum of hours be specified. This, however, falls victim to the determination of work loads on the basis of single factors with all the concomitant inequity. There would appear to be no way that legislation could carefully and equitably deal with the wide variety of variables involved in workloads from college to college.

System Policy. By virtue of the fact that workloads were established



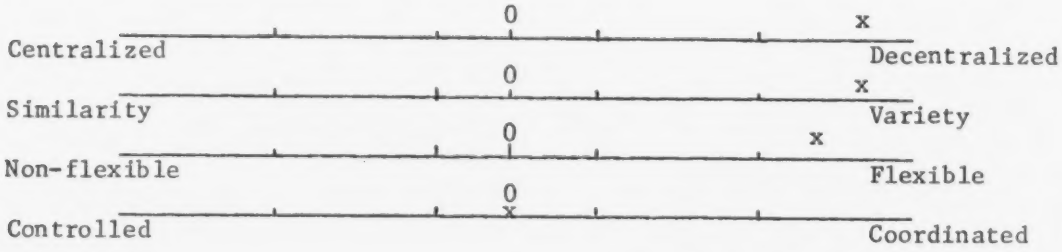
as a system policy the process would still likely tend to be quite centralized and the tendency toward production of uniformity would be quite strong but not so much as with legislation. Policy could likely allow for more uniqueness and flexibility than legislation although the tendency would likely still lean towards a fair degree of similarity and rigidity.

System Guidelines. Much here depends on the nature of the guidelines. If they were truly used as guides to aid coordination and the coordinating agency only did for the system what the institutions could not do, then a rather interesting situation could tend to emerge from a system position.

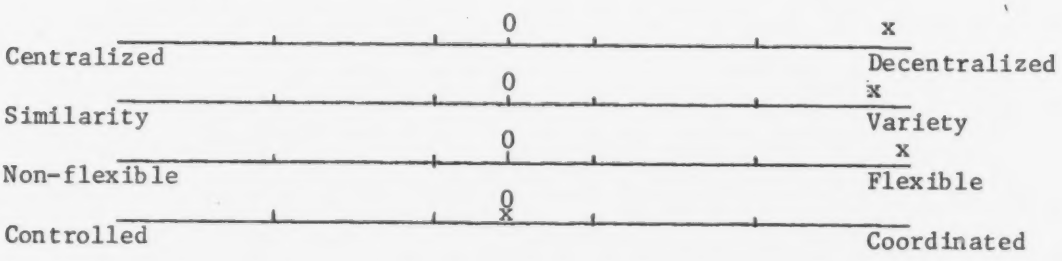


Decisions about workloads in this situation would definitely tend to be decentralized; how much would depend on the specific nature of the guidelines. Concomitant with the decentralization would be a strong move to variety and uniqueness as each college worked to accommodate its own situation to the general guidelines. The flexibility available would rest only on the establishment of workable systems within colleges. Coordination as opposed to regulation would clearly be the situation within the system.

College Policy.

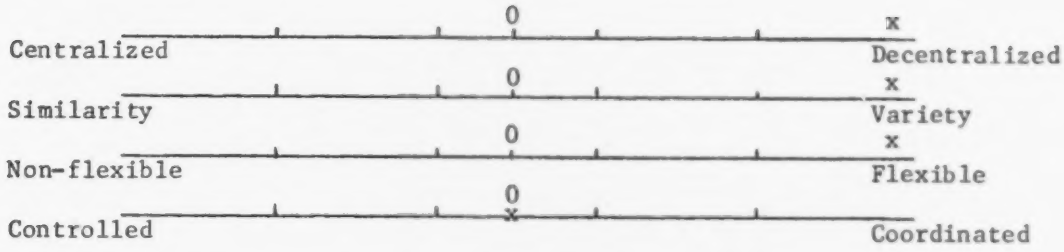


College Guidelines.



These last two positions were quite similar in many respects. Both would allow for workload decisions to be decentralized and since loads would be established on a local basis considerable variety could be expected. The same could be said of flexibility, however, to be consistent with the Policy-Guideline distinction made earlier, the Policy position would likely allow less flexibility than the Guidelines position. This would depend on how closely specified the policy actually was. A very general policy could in effect be the same as a guideline. This same observation also applied on the system level. Likely little or no formal coordination would occur on either of these positions. What coordination did arise would be the result of cross-consultations between college boards, administrations, and through faculty and administrative associations.

Local Negotiations.



This final position would likely produce a fairly predictable pattern. Workloads would be determined on a very local basis; variety would likely abound depending on the college's needs; and flexibility should occur providing a viable negotiating process developed. System-wide control would likely not exist and coordination would be limited to information exchanges which would occur among colleges and college groups. This latter method of information exchange can still be a very powerful vehicle for bringing considerable similarity and inflexibility into the more visible elements of workload such as Class Contact Hours.

Analysis Conclusions

1. It would appear that the major problem associated with the legislative approach is its apparent tendency to fail to allow for the implementation of Principle 1 (see page 45). Unless relatively independent institutions develop, the whole philosophy of adaption by the college to community needs becomes mere slogan.

2. System Policy could be quite viable however the proximity of policy to legislation could tend to draw workload policies under similar kinds of legislative problems. Both of these two positions generally provide

very effective control.

3. The last three positions all give great leeway to the development of local initiative and flexibility. None of them provide adequate means for coordination and in a system like Alberta's where finances originate from the Provincial Government and where orderly growth is essential, this is not realistic. This especially so in relation to highly visible matters such as faculty workloads. It is simply not sensible to have such variety that wise and careful accounting and public reporting becomes difficult.

4. The System Guidelines alternative provides sufficient framework to enable local colleges to develop workload rationales which can be amenable to local needs. On the other hand, by the very nature of the coordinating body, adequate structure would be available for orderly growth of the system. No one part of the system would be too free or too controlled.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

This report has been wide-ranging and a variety of recommendations should be made.

Contributing Conclusions

1. Time workload studies should be avoided as an end in themselves. Most of these studies rely on single factor analyses like Class Contact Hours or Student Contact Hours and the shortcomings are legion.

2. The emphasis on workloads should be to establish rational defendable, and reportable systems for assigning instructor responsibilities in colleges.

3. The establishment of such a load system must be a joint Board-Faculty-Administrator-Student process. This will likely guarantee that all of the workload factors pertinent to a particular college's needs will be considered.

4. Under no condition must this process become an instructor welfare versus cost control batttleground. The ultimate goal is the good of the college and its students. If fiscal constraints must be applied, this becomes a challenge for the ingenuity of the group dealing with workloads to control costs together or to convince the community of the need for more funds.

In this direction, Bolton (1965: 157-8) had some important comments to make:

(a) Each college has a number of tasks that it is required to do. They are finite in number, variable, indefinite in character, and subject to periodic examination.

(b) Each college has a number of tasks that it is expected to do. These are finite in number but more numerous then the required tasks. The expected tasks are defined differently by different people and consequently need periodic examination to maintain clarity.

(c) Each college has a list of tasks that are desirable to do. These are infinite in number, ill-defined, and experience very little critical examination.

(d) Each community tends to define the required, expected, and desirable tasks differently and, since people in colleges come from a wide variety of communities, personal aspirations may tend to run counter to the defined tasks and expectations of the colleges.

At this point in relation to the establishment of workload systems, the individuals working together must agree to abide by the required, expected, and desirable tasks in that order; work cooperatively within the system for change or get out.

5. The establishment of such a loading system depends upon a wide variety of workload variables (see pages 12 and 13). Variables to be included will depend upon the kinds of decisions made by the college or college system in relation to its required, expected, and desirable tasks. That such issues be consciously considered and carefully decided is vital to the insistence upon the development of an orderly and rational loading system. It is also wise to keep in mind that too many variables can produce an unwieldy system, equally as unsatisfactory as a single variable system.

6. The basic purposes for developing a load index or load assignment system must be carefully established. Such factors as (a) equitable load distributions and (b) public report, must be taken into consideration.

7. A coordinating system for colleges with specified guidelines on workloads would appear to be the most equitable way of accomplishing orderly development of the college system and at the same time allow for local flexibility in the case of load guidelines.

Major Recommendations

For the System.

1. As an initial task the Commission should delineate the required, expected, and desirable tasks for the college system. This process would be one requiring constant revision and is already taking place under the Master Planning Project of the Division of Planning and Research.

2. The Alberta Colleges Commission should establish a guideline on faculty workloads. At its most general level such a guideline should recommend the establishment of faculty loading indexes. Such a guideline would hopefully act as a catalyst to initiate joint faculty-administration-board consideration of the issue in each college. The individual college load index should consider such key load variables as specified on pages 12 and 13 of this report.

3. The choice of specific variables and their combination should be the responsibility of a group in each college which represents all concerned parties.

4. The Commission should request that a copy of each loading system be filed, including annual revisions, with the Director of Instructional Services.

For Individual Colleges. Should the Colleges Commission adopt a general set of guidelines on faculty loads, then the following recommendations will follow. In the event that the Commission does not establish guidelines the colleges would be well-advised to pursue the development of faculty load systems.

The need for sensible public report on workloads and the need for equitable distribution of faculty responsibilities are two reasons for such an advisement. The third reason claims that the shift from time studies by independent college groups to the development of a rational load system through cooperation of involved college groups will likely help to avoid unhealthy faculty-administrator-board conflicts and will concentrate energies on accomplishing the actual goals of the college. The following steps should be pursued:

1. Each college should carefully analyze its own situation and decide on its required, expected and desirable tasks;

2. With these tasks clearly in mind the basic purposes for establishing a load system should be specified;

3. The factors involved in determining load should then be examined and each college should choose those factors most pertinent to its own situation;

4. A loading system should then be developed which would give various weightings to the load variables assessed as being pertinent to the college. The system should not be too simple nor should it be too complex, especially if it is to be used for public report;

5. The process of establishing a load system should be convenable at any time to allow for possible revision as the tasks and priorities of the college shift; and,

6. Ideally the process of determining the load system should not be part of the bargaining process although it will involve negotiation procedures within the committee. Placing such a loading system in a collective agreement generally precludes modifications during the year unless contract negotiations are reopened. Furthermore the collective bargaining route would tend to emphasize the confrontation aspects of the process involved with establishing the load system. What is really required, however, is cooperation to achieve the goals of the college and not opportunities to promote the interests of one group (faculty or board or administration) over another. Collective bargaining's past has most clearly tended to the latter result.

At the very most the collective agreement could stipulate that the load system would be the responsibility of a specified group and that the load index would become Board Policy only on the unanimous recommendation of that group. Assurances regarding time and continuous re-examination might also be included. This recommendation does not purport to fly in the face of findings in earlier reported studies. What the recommendation does suggest hopefully makes it possible to benefit from a sincere negotiating-compromise situation without the debilitating effects of the contract confrontation. If men and women of goodwill cannot sit down and in the general framework of a college's goals work out a flexible loading system, then the whole concept of rational man and the future is so much farce.

In conclusion workloads are obviously a complex issue. They are an issue which should, with guidance and support from the system level, be resolved within individual colleges and among the various parties concerned with the college. The most promising direction would seem to be away from status-time studies of workloads towards the establishment of carefully reasoned systems of criteria for determining the major areas of an instructor's responsibility. This does not mean that every moment of the day must be assigned; it simply suggests that for the sake of public knowledge and equitable load distribution the broad categories of an instructor's duties should be rationally articulated.

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GLOSSARY OF TERMS

GLOSSARY OF TERMS

Clock Hours - Generally refer to actual time spent by the clock, however, one hour usually refers to a 50 minute period. Ten minutes is usually assumed necessary to begin and conclude the class.

Equated or Credit Hours - Refers to the practice of giving more or less credit for clock hours on the basis of assumptions related to more or less time spent on clock hours.

Weekly Student Contact Hours (WSCH) or Student Contact Hours (SCH)- This is a load figure based on the number of hours per class per week times the number of students in the class. This figure can also be reported as a total per term or as a total for the year.

Contact Hour - It is much the same as a clock hour. It is the actual time that an instructor contacts the class.

N.B. There is inconsistent use of these terms in the literature.

APPENDIX A

Examples of Load Indexes or Formulas

MOUNT ROYAL COLLEGE

DEPARTMENT OF
STUDENT AND COMMUNITY SERVICES

7th AVENUE AT 11th STREET S.W.
CALGARY 2, ALBERTA
CANADA

TELEPHONE 266 4611
(AREA CODE 403)

June 9, 1971

Mr. Joe Batty
Comptroller
Alberta Colleges' Commission
Devonian Bldg.
Edmonton, Alberta

Dear Joe:

On your last visit to Mount Royal I promised to dig out an instructor load formula which was developed by the Research Department of Mount Royal. The following is some of the reasoning which lead to the formula and the formula itself:

(a) Information about present faculty work loads for Alberta Community Colleges was obtained from existing statistical data included in current literature. This information was compiled and compared with similar data for 20 American Community Colleges, which was obtained through a literature survey.

(b) Research Results

1) Average instructional work load = 15 clock hours per week
2) Instructors are expected to devote about 5 hours per week to advisory and counselling duties.
3) The remainder of the instructor work week to be used for lesson preparation, evaluation and administrative duties.
4) There appears to be no standard method which is used to evaluate the various components comprising the total instructor work load.
5) Of the few work load formulas found, all were straight line formulas. We considered that an accurate instructor work load formula could only be expressed by an ascending curve.

The following parameters, therefore, presented themselves:

1) Standard Work load week = 40 clock hours
2) Basic work load component to be instructional work load, of 15 lecture hours per week (or equivalent). This component to be calculated with precision, using a standard formula.
3) Other work load components (advisory and counselling requirements; research; developmental; experimental elements; administration; supervision; special projects; committees; etc.) to be evaluated by management judgment using guidelines. Instructional work load to be reduced appropriately if other work load components make this necessary.

Formula:

1) Faculty work week = 40 clock hours

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.../2

2) Instructional work load = 15 units per week, where 1 unit = 1 lecture hour (or equivalent). Calculation of instructional work load to be arrived at by using the following formula:

$$I.L. = N \times \left(\frac{C+H}{2}\right) \times \left[\left(1+\frac{30}{s+30}\right) \times \left(\frac{s-30}{s+30}\right)\right]$$

Where: I.L. = Instructional Work load
N = Total number of preparations
C = Total number of credits
H = Total number of clock hours
s = Total number of students.

3) Work load reductions from instructional base of 15 units to be evaluated by management within following guidelines:

1. Division Chairmen 3-6 units
2. Athletic Directors, Coaches, 3-6 units
3. Project Directors (music, drama, etc.) 2-4 u.
4. New Course Development 2-4 units
5. Special Counselling Needs 1-3 units
6. Committee work 1-2 units
7. Special Assigned Projects - open

Example of application of above formula:

Instructor A

N = 3 (Teaches 3 different courses)
C = 9 (Teaches 3 courses of 3 credits each)
H = 12 (9 hours classroom instruction plus 3 hours tutorial per week)
s = 70 (has a total number of 70 students in three courses which he instructs)

$$I.L. = 3 \times \left(\frac{9 + 12}{2}\right) \times \left[\left(1 + \frac{30}{70 + 30}\right) \times \left(\frac{70 - 30}{70 + 30}\right) \right]$$

I.L. = 16.5

Kindest personal regards,

Steve Bascom

S. A. Bascom,
for the Co-ordinator,
Program Development

SAB/bgd

AN INDEX SYSTEM FOR EQUATING JUNIOR COLLEGE FACULTY EFFORTS

by
Loren J. Aldrich, Academic Dean
Arizona Western College

To evaluate all faculty efforts against a consistent set of criteria is most difficult in a comprehensive junior college. The multiple lab approach necessary in some vocational-technical areas, the lab hours used in science, the extra sections for several business courses, and the large class sizes found in social and behavioral sciences preclude many divisions agreeing that other divisions are working under such a heavy load. Inject some quasi-administrative duties, coaching duties for the performing groups, activity sponsorships and some social obligations, and the complexity of faculty efforts begin to compound and confuse the issue for adhering to a simple formula for equating faculty load.

Nevertheless, in keeping with the constant struggle to provide a system in which some recognition is given for each individual's responsibility, this index system was developed. The system underwent several revisions and the Faculty Association gave its approval. The attempt here is to present a basic format from which many institutions, in light of their own philosophy, might adjust their present method of determining faculty load to a more acceptable formula. The value of the weight given to any area can easily be changed to better accomodate the total effort called for by the college. Perhaps an additional category of importance to the college could be added and given weight in the determination of total effort. Regardless of how the college weighs the various responsibilities, the total outcome for the accepted normal teaching effort should not exceed 1.000.

It is suggested the faculty effort be determined at mid-term, thus lessening the problem of actual enrollments and class sizes. Most drop-add situations and student withdrawals have been taken care of by this time. At least it is assumed

to be a more stable time than earlier in the term.

There are many factors involved in the determination of faculty effort. Although there are many factors concerned with determining effort expended, there are a few which seem to gain approval as being rather important to the work involved in college teaching. Hence, the factors chosen for inclusion in this particular index system for equating faculty efforts are:

1. Number of course preparations
2. Student contact hours
3. Class contact hours, and
4. Credit for assigned duties other than teaching. (Drama, athletics, division chairmen, equipment maintenance, freshman composition conferences, etc.)

This index system provides for a normal teaching load of 1.00 point each semester or a total of 2.000 for the year or perhaps 3.000 for a quarter system. Any variation indicates the instructor's overload or underload.

Since most instructors are on an annual contract, it is suggested the adjustment for overload be made in the spring after the combined loads have been determined for the two semesters on three quarters. This approach also allows for some adjustments in assigning work loads as the spring term usually has the least student enrollment. To clarify this approach, here is an example. The rate of stipend is based upon the institutional pay scale, so would vary among institutions. However, this provides an understanding of the procedure: to provide for overloads a $75.00 stipend for each .10 over the normal 1.00 is suggested. This particular rate allows $7.50 for each .01 of a point above 1.00 carried by a faculty member.

In one instance, an instructor given added responsibility might receive a total for the year of 2.97 points. This is .97 of a point overload for the year.

The instructor would receive additional salary of $727.50. This sum is based on the scale of $75.00 for each additional .10 of a point.

To act as a guideline to understanding the teaching load index, the following factors and the index weight values as assigned are:

(1.) Number of course preparations

(a.) Each initial course preparation is equal to .10 of a point.

(b.) In cases of two or more sections of the same course, each additional section is weighed at .05 of a point.

(c.) Each lab section (2 to 4 hours) is equated to .025 of a point.

(d.) English composition (A.W.C. has three levels) - Each section is assigned .10 for preparation. Communication is of vital importance as the field closely relates to college success. To enhance success for the student, communicative skills are emphasized by requiring a student to hold a personal conference with his English instructor at least once each month during the semester.

(2.) Student contact hours (base of 375) - 375 student contact hours equals .300 of a point. This figure is derived by multiplying the weekly number of class periods, include three for a three hour lab, for which a class meets times the number of students who take the mid-term exam. Then, add the products for all classes, subtract the total from the base of 375. This base is derived from five three hour courses with 25 students in each. This base can be changed to facilitate the philosophy of class size in any specific college. The 375 (or any base figure) load is adjusted in the following manner.

(a.) Add .10 point for each 75 student contact hours over 375.

(b.) If total is less than the 375, deduct .02 of a point for each 75 contact hours or fraction thereof.

(c.) For small adjustments <u>above</u> the base add .01 for each eight student contact hours above the 375.

(3.) Class contact hours (Base of 15 per week) equals .300 of a point. This category relates to the total number of periods of instruction per week for which the instructor meets classes, regardless of student credit value of the course. An example would be a four credit hour science course which meets three periods per week for lecture and twice in two-hour laboratories, giving a total of seven class contact hours for this particular course.

To adjust class contact hours above or below the base (15), one would add .025 for each hour over the base or .10 of a point for each four hours over the base. For each class contact hour less than the base (15) subtract .01 of a point.

(4.) A.V.C. uses the released time approach to compensate for special assignments rather than specified remuneration for the responsibility. These assignments are figured into the regular load and become a part of one's total points. Special assignments at A.V.C. include:

(A.) Coaching

(1.) Athletics

(a.) Athletic Director - 3.0 hours credit per week for .125 of a point each semester

(b.) Head Coach -

Football - Fall - 3.0 hours credit for .125 of a point.

Spring - 2.0 hours credit for .084 of a point.

Basketball - Fall - 2.5 hours or .105

Spring - 2.5 hours or .105

Wrestling - Fall - 2.5 hours or .105

Spring - 2.5 hours or .105

Baseball - Spring only - 3.0 hours or .125

(c.) Assistant Coach - per sport - 2.0 hours or .084 of a point.

(2.) Drama - Plays 2.5 hours credit each or .105 of a point.

(B.) Division Chairmen - For administrative duties and the number of staff members (not including chairman) under one's direction:

(1.) 1-5 faculty equals .125 of a point per semester.

(2.) 6-10 faculty equals .150 of a point per semester.

(3.) 11 and up faculty equals .175 of a point per semester.

(C.) Equipment Inventory and Maintenance - (Six of nine divisions assign duties in this category.)

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CLEARINGHOUSE FOR
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INFORMATION

(1.) Agriculture

(a.) Farm Lab - 2.0 hours credit or .084 of a point each semester

(b.) Equipment - 1.0 hour credit or .042 of a point each semester

(2.) Business, Fine Arts, HPER, Science and Math and Technology - all receive 1.0 hour of equipment credit or .042 of a point per semester for a designated instructor.

(D.) Journalism - The sponsor is allowed, for each of the following, one hour of credit or .042 of a point each semester.

(1.) Student Literary publications

(2.) Newspaper (bi-weekly)

(3.) College annual

(E.) Music (instrumental and vocal) - The Director is allowed one hour credit for each, college approved, performing group each semester for .042 of a point. For producing a weekly T.V. or radio show for a semester, an allowance of one or one and a half hours of credit is provided for .042 or .084 of a point, depending on the length of the program.

(F.) Distributive Education Supervisor - For coordinating duties 3.0 hours of credit per week each semester is allotted for .126 of a point.

In summary, one should remember that the index system is only the basic format and can be adjusted to better comply with the philosophy of any specific institution. A change in the weighed values, the contact bases, credit given for a specific responsibility as suggested here, or the rate of stipend for overload can easily be made to better serve the philosophy of the institution.

The important facet of the index system is that instructors with very small classes but many lab hours or the instructor with large classes but less class contact hours, can both gain recognition for their efforts in the comprehensive junior college.

APPENDIX B

Formula - Medicine Hat

LOAD FORMULA - MEDICINE HAT

6.2. *Instructional Hours;*

For general purposes 14 to 16 units of teaching per week with a 15 unit average over the instructional year based on the following formula shall be considered normal.

The following formula is to be used to establish the term units:

Social Sciences, Physical Sciences & Mathematics

Lecture and Theory	*1 hour - 1 unit*
Laboratory	*3 hours - 2 units*

Foreign Languages

Lecture and Theory	*1 hour - 1 unit*
Laboratory	*3 hours - 2 units*

English

Literature	*1 hour - 1 unit*
Composition	*1 hour - 1.25 units*

6. TEACHING RESPONSIBILITIES (Continued)

6.2. Instructional Hours (Continued)

Physical Education

Lecture & Theory courses	1 hour - 1 unit
Activity courses	2 hours - 1 unit
Coaching:	
League Sport	3 units
Tournament Sport - wrestling	1 unit
Volleyball	1 unit
all others	1/2 unit

Business

Lecture and Theory Course	1 hour - 1 unit
Shorthand, Office Machines & Typewriting	5 hours - 3 units
Data Processing:	
Laboratory Supervision	2 hours - 1 unit
Lecture	1 hour - 1 unit

Academic Upgrading — 2 hours - 1 unit

Fine Arts

Lecture and Theory	1 hour - 1 unit
Laboratory (Practical Instruction)	2 hours - 1 unit

Nursing

Lecture	1 hour - 1 unit
Laboratory (Practical Instruction)	3 hours - 2 unit

Cooking

Lecture	1 hour - 1 unit
Laboratory (Practical Instruction)	2 hours - 1 unit

6. TEACHING RESPONSIBILITIES (Continued)

6.2. Instructional Hours (Continued)

For general purposes a normal load would require 2 to 4 full course preparations at one time. When 5 different full course preparations are required, the instructor will receive an additional 1 unit credit. Conversely when only one full course preparation is required the instructor would be required to offer one additional unit of teaching to fulfill a normal load requirement

When evening classes are part of this load, every effort will be made to avoid early morning classes the following day. An instructor shall not be required to offer more than one full course during the evening without his approval.

Instructors shall, in addition to instructional hours, participate in student guidance, discipline, committee work, and other duties relating to their course responsibilities.

Each instructor shall post a schedule of a minimum of 5 hours per week that he will be in attendance in his office available for course counselling.